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ABSTRACT

Noting that cross-cultural and language barriers pose formidable challenges to managers, a case study examined the application of selective nonverbal communication strategies (nonverbal cues, learning by observation, and the organization of learning) for management and training development efforts within diverse cultural environments. Source material was drawn from exploratory fieldwork conducted at a Japanese-owned business (anonymous) located in the United States and with operations in North America, Europe, and Japan. Preliminary results indicated that attention to "visuals" was evidenced in production, training, and development at all organizational levels, communication efforts, research and development, and hiring practices. Results also indicated that these procedures were so ingrained procedurally that they were not even recognizable to interviewees until questioned about them. Future research should examine linkages between nonverbal communication, training, corporate culture, and significant other variables. (A figure illustrating the "fishbone" diagram and 12 notes are included; a definitions of terms is attached. (Contains 28 references.) (RS)

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Management and Training Across Cultures: Importance of Non-Verbal Communication Strategies--A Case Study

Elaine S. Potoker

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Management and Training Across Cultures: Importance of Non-Verbal Communication Strategies--A Case Study

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Management and Training Across Cultures: Importance of Non-Verbal Communication Strategies--A Case Study

ABSTRACT:

It is generally recognized that the longevity of U. S. business and industry is increasingly dependent upon the ability to be effective and innovative in the international marketplace. Creating and/or adapting training programs within diverse cultural environments becomes critical, not only as organizations grow beyond their own national borders, but also as they expand domestic operations across communities, counties and states. In doing so, cross-cultural and language barriers continue to pose formidable challenges to managers of the 90's and beyond.

This paper examines the application of selective nonverbal communication (NVC) strategies for management and training development efforts within diverse cultural environments. Source material is based upon case study specific to research conducted at a Japanese-owned business (anonymous) located in the U. S. and with operations in North America, Europe and Japan. Research is still in progress.

Preface

The inspiration to begin this research was derived from my experience in international business. Over the past twelve years I have had the opportunity to observe Japanese managers in international business exchanges. I have always been impressed with their listening and observation skills. I noticed keen attention to charts and graphs as a key vehicle for grounding of information. I was and continue to be fascinated by the fact that observations and visits always seem to occur in groups. I often commented to myself how advantageous that must be to reconstruct all of the events that happened from multiple visual perspectives. These memories (and a teaching background) prompted my interest in the topic, which took me to the literature, which in turn led me a midwest Japanese-owned (American) company. I am deeply grateful for the collaboration afforded to me in this research effort.

Management and Training Across Cultures: Importance of Non-Verbal Communication Strategies--A Case Study[1]

Elaine S. Potoker

Introduction

The longevity of U. S. business and industry is increasingly dependent upon the ability to be effective and innovative in an international marketplace. As companies continue to globalize their business activities, cross-cultural and language barriers pose formidable challenges to managers of the '90s and beyond for several reasons: Not only are managers likely to have one or more employees, suppliers or customers with cultural backgrounds distinct from his or her own, but additionally mobility of people and information due to technological advances complicate understanding due to differences of culture and language (JMA Management News [JMA], 1991). Therefore, creating and/or adapting training programs within diverse cultural environments appear critical not only as organizations grow beyond their own national borders, but also as they expand domestic operations across communities, counties and states.

The purpose of this paper and presentation is to share

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[1]This study was originally entitled, "Elements of Japanese Nonverbal Communication: Implications to Management and Training Across Cultures"

findings regarding use of nonverbal communication (NVC) in management and training development efforts, and to consider its applications in diverse cultural environments of business organizations. The forms of NVC addressed are limited to: the use of non-verbal cues, learning by observation--minarai in Japanese--, and the organization of learning. Source material is based upon a case study specific to research in progress at a Japanese-owned (American) business (anonymous) located in the United States and with operations in North America, Europe and Japan. It is not suggested that these three illustrations are the only forms of NVC that may be applicable in organizational contexts. Indeed although others may be applicable, it is noted that this is a modest study at best, begun only in February of 1992 and still in progress; recommendations are provided for further research.

Inspiration for this investigation began through "non-deliberate" fieldwork (i.e., observation while doing professional work) for more than 12 years in international business. I had always been impressed with Japanese managers' utilization of charts and graphs, as well as their listening and observation skills. As industry in Japan is often forced to seek labor in other countries due to labor shortages, I wondered if a review of the literature might be instructive to identify techniques the Japanese have utilized in management and training development. If there were such a phenomenon as

a "Japanese perspective" to training, certainly the lessons to be learned might also be instructive due to the reported number of Japanese acquisitions and investments in the United States over the past decade (Morgan, 1991, pp. 80-83).[2]

Need for Study

Much of the training and development literature regarding cross-cultural diversity in business derives from a management perspective and focuses on management styles. Research on the possibility of a "Japanese perspective" to training and development across cultures poses problems to understanding for a number of reasons: 1) There is little research that discusses how NVC techniques might be useful in management and training development efforts across cultures **in business organizations**; 2) There is question of how to define "cross-cultural diversity." The body of literature is extensive on the subject, and applied definitions still appear to be situational to the firm and community involved; in addition, varied concepts of "corporate culture" and diverse perspectives toward levels of management further complicate understanding;

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[2]See also S. Tatsuno (1990, pp. 242-246) for information regarding Japanese acquisitions and investments in the U.S. and overseas; and A. Freedman (1982). A review of business and related literature does not support the notion of a "Japanese perspective" to training. In fact, fieldwork to date indicates that dedication to continuous improvement of all employees--embodied in the philosophy of kaizen--, is far more influential to managing of diversity than technique-specific approaches.

3) A tremendous amount of research has been done on the subject of management styles. Comparisons between U. S. and Japanese styles abound. It becomes difficult to determine if "styles" of management are as distinctive as some writers would lead us to believe, or if it is really the context--i.e., where management takes place, that determines particular styles and even convergence of styles (Dicle, 1988;[3] Pascale & Maguire, 1980; Stewart, 1982); 4) The training and development literature appears to view "diversity" differently from cross-cultural training. While the former concentrates on managing problems that arise in the workplace due to gender, age, etc., the later focuses on issues facing the international assignee, particularly those of expatriation and repatriation. Rather than focusing on differences, dichotomies and/or convergence in styles, this study examines potential universals--NVC techniques--that may be useful in management and training development situations across cultures.[4] The following section

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[3]U. Dicle provides insight into the convergence phenomenon. The author states that attention to Japanese managerial practices was notable after Japanese general trading companies began to dominate world markets (p. 331). According to Dicle new cultures and environments influence the dominance of local management practices in Japanese companies.

[4]A. Ishikawa (1982) surveys the main works dealing with Japanese management over a 30 year period. Rather than focus (as others had done) on the peculiarity of Japanese management, Ishikawa encouraged further study on the extent to which Japanese styles, "though formed on the basis of Japanese society and economy, "might have universality within different kinds of different kinds of culture" (p. 131).

includes discussion of the roots of NVC in Japanese culture.[5] Subsequently, a case study illustrates how elements of NVC are evidenced in the (anonymous) firm's training and development efforts. Information is derived from interviews conducted at company's training and development center and validated for trustworthiness through member checks and triangulation.

The Use of Non-Verbal Cues

Visual Aides

Akio Yamamoto, of the Industrial Property Cooperation Center in Tokyo, considers the use of "visual information" key to delivering technical education across cultures. Verbal language by itself, makes understanding difficult enough in varied cultures. Explanations, in his view, whether they be written or spoken, are one-dimensional. Visual information can achieve understanding at a glance, as its essence is two-dimensional. Yamamoto believes illustrations and cartoons should be used as much as possible, rejecting the notion that the latter may not be considered by some as suited to the "lofty" concept of education (JMA, 1991, p.3).

It is not surprising that Yamamoto recommends illustrations and cartoons be taken seriously as a tool for

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[5]See Appendix I for "Definitions of Terms."

training across cultures. Comics strips/books, and magazines are deeply rooted in Japanese popular culture, and indeed are an important medium for many objectives, including the transmission of knowledge and values. In one comic book it would not be uncommon to see educationally oriented cartoons interspersed with charts and graphs, the idea being to bombard the reader with key information to be understood at a glance.[6] It is well documented that in the early grades, Japanese teachers emphasize the use of posters (rather than [verbal] instructional time) to train students in procedural skills. As examples, posters may depict appropriate handwashing techniques, proper arrangement of desk contents, etc. Repetitive practices (tenarai) are also vital to teaching to task (see Lewis, 1988, as example).

Historical precedent for distrust of words by the Japanese is said to date back to 7th or 8th centuries--documented in the Kojiki--the oldest collection of history and myth, and in the Manyoshu--the ancient book of poetry and song. Within these works is the concept of Kotodama: Words have spirits; or

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[6]See S. Ishinomori (1988). This is an example of a pedagogical or educational use of comics. Although use of language (written communication) is inevitable, drawings are key and reflect body-language reactions (e.g., disgust, worry, satisfaction, anger, etc.) to issues such as trade friction with the U.S., the appreciation of the yen, international business and banking, and the adjustment of domestic markets to new consumer tastes. Also included are charts showing the movement of exchange rates or the composition of the budget.

Kotoage--speaking boldly was discouraged. There are also many Japanese proverbs that suggest speaking is not of primary value for communication of meanings (Ramsey, 1984). In India the mandala, a multidimensional map, was developed to enable people to see and understand the secrets of esoteric Buddhism. Although in existence 2,000 years ago, it is still in use today (JMA, 1991).

A form of visual "mapping" applied to production as well as training and development is the "cause and effect diagram" (Figure 1). Kaoru Ishikawa created this visual tool to show the relationship between characteristics and cause factors influencing total quality control (TQC). He considered TQC vital to corporate health and character, to society, and to market share within a global economy. Yet, in Ishikawa's view, quality control (QC) could never come about simply by telling people to work hard. He argued that, "one must understand the meaning of process control, take hold of the process, which is a collection of cause factors, and build within that process ways of making better product, establishing better goals, and achieving effects" (Ishikawa, 1985, p. 64). In order to facilitate the thought process and understanding of the process itself, he invented the cause and effect diagram. In 1952 Kawasaki Iron Fukiai Works began to utilize this type of diagram to effect control and standardization. It is a visual aide that is utilized in many companies throughout the world--

known by some as the Ishikawa Diagram, but now often referred to as the Fishbone Diagram due to its shape. Using figure 1 as an example, the effect is found at the right-hand side. Achieving quality characteristics is the effect and the goal of the system. The branches are the causes. In my own experience in business and management, we have utilized the "fishbone," not only for understanding processes, but also for analyzing problems (problem-solving) and generating solutions. The "effect" portion of figure 1, in this case, is the problem or symptom. The branches are drawn through group "brainstorming" activities to recognize the underlying causes of the symptoms. A further way I have seen this diagram used is for purposes of strategic plan development. As example, in Erie, Pennsylvania a number of business leaders wished to set up an International Trade Development Committee through the Chamber of Commerce and the Erie Excellence Council. TQC has become a "standard" for development of the Chamber for both the private and public sectors. The "fishbone" process was utilized to generate a strategic plan to accomplish the mission statement of the International Trade Development Committee. (The mission statement was the "effect" side of the diagram; the branches were the steps identified by the group for obtaining funding, building networks, etc.)

The Cause and Effect Diagram

[Place Figure 1 here]

Another dimension of graphs, posters, cartoons, etc. as a powerful training tool is the potential they offer to extend one's capacity to handle information in a system that already may be suffering from overload. Edward Hall describes the "'contexting' process" people perform when demands on their system, i.e., inputs, exceed capacity (1976, p. 75). However, while Hall's reference is to a process done by people that inherently reduces the abstractions of language (out of context), this study applies the process to the rationale for use of visual aides in training in organizational settings. There is support in the literature for visual contextualizing (Gouras & Bishop, 1972).[7] To the Japanese, [verbal] language is a form of communication, while in other cultures it is **the** means.[8] Hence, the attention by the Japanese to visual cues.

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[7]The authors discuss how stimuli move up a scale from the more general to the specific. "...where more nerve cells are available--higher vertebrates gain the advantage of extracting more features from the external world." In training situations, this has implications not only to the hierarchy of ordering stimuli (i.e., general to specific), but also to the utilization of visuals to optimize stimulation. The more neurons in the eye that can be stimulated, the greater the advantage for extracting more features from the external world.

[8]Refer to D. Barnlund (1989), who discusses the lesser regard for words by the Japanese. See also M. Kunihiro (1976) who argues that for the Japanese intercultural encounters have not been frequent enough to develop a general understanding of what culture is, nor to create a definitive awareness of their own cultural traits. This is an interesting comment amidst efforts by anthropologists, political scientists and historians who often try to search for a "fix" on Japan's

Face to Face

It is generally accepted that both written policy and human relationships are important tools of organizational control. Both are used by Westerners and Japanese as a tool of management. However, the Japanese are characterized as having a preference for the human relationship, while the West depends primarily on the written word (Crump, 1989).

Hall and others discuss syncing or "being in sync" as a form of communication in itself (1976, p. 63). In societies where understanding is considered to evolve out of analysis and argument, words are key. As discussed, this is not characteric of Japanese society where understanding is thought to evolve from an intuitive sensitivity to total behavior [rather than words alone] (Barnlund, 1989; Matsumoto, 1988).

"Face interaction", "management by wandering around," and "interfacing" are terms that have been used to describe preference by the Japanese for "face-time," defined as person-to-person contact (Morgan, 1991, p.195). A case in point refers to Nemoto Masao, president of Toyota Gosai--one of the

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cultural identity, in his view. However, his argument also lends support to the rationale for this study (i.e., focusing on whether there may be certain identifiable characteristics of communication having potential universal value to management and training across cultures). Also refer to A. Ishikawa (1982).

Toyota group companies that produces car parts, plastic and rubber products, and related products for the home. Nemoto prefers to be close to his workers, as it is an effective way to alter procedures and teach/train through personal contact. Face-time reduces the need for paperwork and facilitates quicker decision-making (Lu, 1987).

Face-time is grounded in the NVC side of the Japanese language itself. Back-channeling or aizuchi is different in Japanese than in English. Nodding appears after almost every phrase, group of sentences or sentence uttered by the other participant. Even short words--e.g., hai, ee, sow desu ne, etc. are a form of aizuchi. The habit of bowing and nodding is so ingrained in the Japanese that it has been observed that secretaries nod and bow even when speaking to their bosses over the telephone! (Sherman, 1989, p. 17; Neustuphy, 1987).

Minarai

Each of the NVC forms of communication discussed thus far should not be viewed as operational separate entities. The Case Study section of this paper illustrates that forms of NVC are woven together as colors are to a tapestry. As example, face-time and being in sync are likely to be concurrent in the Japanese practice (and preference) for learning through

observation (minarai). Minarai is key to understanding the prevalence of apprenticeships as a vehicle for learning that are also inherent in sempai-kohai relationships in Japanese society.

Liza Dalby's fieldwork in Japan illustrates the rooting of minarai within geisha society. An older "sister" is a model for the younger (apprentice) geisha. Her minarai-jaya is a model (teahouse) for learning by observation. Although in contemporary times, the minarai period of new geisha in Akasaka is only six months, geisha who are now in their 50's or older are likely to have had a very different apprenticeship than their modern day counterparts. Years ago a young woman would likely have lived in a geisha house as early as 11-12 years of age, and not have become a full geisha until age 18 (Dalby, 1985).

In a context of business and industry, face-time, minarai and tenarai (learning by doing--or literally, learning with one's hands) are elements of NVC at work. Practice would obviously be considered more valuable than words by the Japanese. "Technologies are systematic structures of techniques. Students cannot acquire new technical skills using only their brains. They also must learn them with their bodies" (JMA [Yamamoto], 1991, p 2.)

The Organization of Learning

Hall discusses the paradox of describing culture in terms of language, and argues that language is not (as is commonly thought) a system for transferring thoughts or meaning from one brain to another, but rather a "system for **organizing** [editorial highlight added] information and for releasing thoughts and responses in other organisms" (1976, p.49). Vital to that organizational system is the role of the organization of space. At a macro level one might regard the organization of knowledge similarly to a topography of thoughts, with pauses (space) being as important to the ordering of information as the information itself. In this sense, information has a topographical form--a relief in its ordering--a landscape, if you will.

Ma in Japanese means space. It can be an interval. It can be a pregnant pause. It is, in fact, a "basic building block in all Japanese spatial experience" (Hall, 1969, p. 153). It is a key component of any interaction within Japanese culture (Di Mare, 1990). Matsumoto maintains that Westerners in conversation listen to the words in between pauses, while the Japanese listen more attentively to pauses within words and gestures (1988, p.51). Hall emphasizes the importance of the how-things-go-together in learning. Who is providing the overview, and who has the expertise to build integrated systems

of thought? If we can accept that people do learn in "gestalts--complete units," as Hall suggests (1976, p. 114) then the importance of the landscape, i.e., the framing of the learning experience--contexted to be recalled as wholes--typifies all that has been discussed thus far as regards elements of Japanese non-verbal communication. The observations reported in the Case Study that follows are designed to provoke further research on the applications of NVC to training across cultures. There is no attempt to suggest that visual cues, minarai, and organization of learning either defines the scope of NVC, or is a forecaster of success in training and development efforts. The intent of the interview summary and literature review is to stimulate further thinking regarding effective training and management techniques in the context of contemporary global and cultural diversity; in addition, both lay the groundwork for (my) continued investigation on the subject.

Case Study

Background

As mentioned earlier, exploratory fieldwork on the topic of NVC was done at a firm is located in the midwest of the United States. It is Japanese owned, but is "American" in terms of its employees and manufactured of its main product

lines.[9] Additionally, the firm has made a sizable investment, dollar-wise, into the area in which they have been located for over 12 years. The firm's commitment to associates is evidenced in their mission statement,[10] and to the existence of a training and development center. The Japanese employees come to the States encharged to do a job--e.g., to train others in a process, technology, etc., and stay from 2-5 years. The group members change and rotate to Japan and back; it is anticipated that eventually their numbers will dwindle, reflecting interest in achieving self-sufficiency here in the States. This objective is realized through efforts to train Americans in Japan and through their in-house programs.

Summary of Interviews

On Feb. 26, 1992 I met with a Coordinator (C) of Corporate Communications, and later with an Assistant Manager (AM) of Training and Development. My access to this firm was arranged through a mutual friend of (C) and myself. (C), in turn, arranged the interview with the (AM). Both were made aware of my research topic prior to the interview: I was interested in

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[9]Over 10,200 of its employees are American; 350 are Japanese.

[10] "Associates": a term referring to employees and all those involved in the firm's network of distribution to include suppliers.

exploring if and how non-verbal communication was evidenced in their management and training development efforts. I explained how I was defining NVC. Just prior to the respective interviews, both (C) and (AM) were given a general guideline of questions; however, the interviews were open-ended and interviewees were invited to discuss anything that seemed applicable to NVC, specific to their responsibilities.[11]

The Landscape (The Framing)

[Organization of learning<...>Visual Cues<...>Going to the Spot<...>Learning through observation (minarai)<...> aizuchi<... >syncing<...>Role-Play]

Attention to "visuals" are evidenced in production, training and development at all organizational levels, communication efforts, R & D, and even in hiring practices at this firm. In terms of hiring, a prospective employee is likely to be taken to the "spot" (the on site location of his job), along with his family, to view the nature of the work he/she will be expected to perform. A problem in production (e.g., [C's] account of a manufacturing problem) involves observation at the site of the problem with the associate and

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[11]When this exploratory work began, I had no idea where it would lead. Later on that year I mentioned I was doing intending to do some writing on the subject. (C) requested that firm name be kept confidential if at all possible.

engineering. At this firm, face-to-face, and "taking someone to the spot" is also known as "walking the talk"--i.e., rather than talk about it, let's just go there. Training classes may begin with teaching concepts in the classroom, follow with practice (application) at the work site, continue with return to the classroom to share experiences, and then progress to the next "stepping stone" in learning--not necessarily in that order. Syncing is facilitated through several strong physical visuals: e.g., everyone dresses the same--i.e., in a white pants-suit uniform--regardless of management level; there is a wall-less working environment; there are group sharing experiences (proximics) to include classes with senior management personnel. Learning through observation has been key since establishment of this midwest plant. An entire work force, in essence, had to be trained in a short period of time, and **was** through an employee development program and <u>minarai</u>. Associates continue to train in Japan and learn from the Japanese, and then return to teach others.

The aforementioned does not suggest that attention is not given to verbal communication as well; nor is it suggested that this firm made a conscious effort to use NVC techniques--quite the contrary! Many of the techniques that were explored seemed so ingrained procedurally, that they were not even recognizable by the interviewees until questioned about them. As example, it was necessary to probe about the use of cartoons; once

questioned about their use, (AM) recalled how useful they had been in language and culture instructional activities. When asked if activities are "replicated," the initial response indicated that not too much of that was done. Yet, role-play, observation, returning to apply concepts at site, back to role-play, back to classroom, observation, etc. are evidenced throughout the training programs.[12] Proximics, in (AM's) view, are also key to "sparking creativity."

Study and tracking of processes are often realized through the use of the "fishbone." It is also used for problem-solving activities to root out causal factors. Another strong visual is the "ball of yarn" technique utilized within another of their programs. To summarize, the group starts with a ball of yarn and traces the procedural progression of a particular process. If associate X needed to follow up with Y, then X holds the yarn, and the ball is passed to associate Y. The process continues until a visual web of connections is created; at the same time, if someone failed to confirm, clarify, or follow-up, the ball of yarn drops. In essence, this simulation is NVC at all levels. The final effect is a web of relationships illustrating how the process was supposed to work and where, procedurally, it may have gone wrong. As stated by (AM), "text [i.e., books/words] does not work with our people."

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[12] The term, "replication" was a poor choice of words my part; I should have phrased my question in terms of activities that involved "learning by doing."

This particular activity is very high context. The associates and the process appear to be the symbolic equivalent of an "eye of the tiger" weaving. The "eye" is the firm's philosophy or core in the context of a particular situation. In this case the firm's core philosophy is very devoted to the kaizen principle.

Globalization is a primary concern at the training center, and the reason why (AM), in particular, expressed initial interest in collaboration on this research project. Diversity training is/was an agenda item in development efforts. Interestingly, "diversity" is not only an issue when going from one plant to another within the U.S., but especially so in locations throughout the world. AM indicated that although the core philosophy of the firm never changes, the context of the company (i.e., location) does, and so the need to effectively deal with the challenges of diversity. Company is presently developing a "visual roadmap" for human resource development; it is still in its planning stages.

Recommendations for future research

The rationale for this project was to see if there may be certain identifiable characteristics of non-verbal communication, having potential universal value to management and training and development across cultures. Although there

is not an extensive amount of grounding in the literature on the subject, there is enough to warrant further investigation. As a recommendation for the future, linkages between NVC, training, corporate culture and significant other variables may need to be explored. Additionally, I am interested in preparing graphic "visuals" of what I have called, "learning landscapes." This concept is not yet fully articulated in operational terms, but is a continued research agenda item that will depend upon further negotiation of access.

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APPENDIX I

Definition of Terms

business: Refers to activities involving the production of exchange of goods, or the rendering of services to the public. For the purposes of this article, business and industry are used interchangeably.

[business] **communication**: Refers to the interchange of verbal and nonverbal messages in [business] environments.

culture: Two definitions of culture guide this study: 1) M. Matsumoto describes culture as a "metacommunication system" where "not only [do] words have meaning but everything else has meaning" (1988, p. 14). Examples of the "everything else" include values, attitudes, norms, and non-verbal communication. 2) E. Bourguignon characterizes culture as a system--"a puzzle that consists of many interlocking pieces. We can, apparently, start virtually anywhere, with any piece of the puzzle, and if we seek to understand it fully, we will have worked our way through the whole system before we are through." (1970, p. 5). Through the use of the Ishikawa Diagram, we attempt to do analyze the puzzle pieces and then visually track for training and development.

industry: Generally referring to enterprises of production or manufacturing that utilize relatively large amounts of labor and capital. For the purposes of this article, business and industry are used interchangeably.

learning landscapes: (See **culture**, E. Bourguignon). Working through the puzzle pieces, although one may never finish, we begin to construct a developmental map for cross-cultural training. The map becomes a landscape for learning. This is my own term.

management: Refers to planning, organizing, directing and controlling human or material resources to accomplish specific goals and objectives. Management development programs involve in-service training designed to improve supervisory and managerial skills of administrators and managers.

nonverbal communication: Refers to facial expressions, body movement, spatial relationships, visual cues, and nonverbal vocal cues.

sempai: [used in the context of this study]: workers who joined a company before other workers--[senior workers] having more experience than junior workers. The junior worker is expected to learn from his superior. The senior

worker is a mentor to his/her subordinate.

sempai kohai: ingrained In Japanese culture and involving fictive kinship relationships that entail obligations, and status hierarchy--e.g., teacher-student, master-apprentice, parent-child, supervisor-employee, etc.

training or training methods: terms that refer to approaches or procedure; designed to help groups or individuals acquire skills required for specific activities or functions.

training or **training methods**: terms that refer to planned learning experiences, approaches and/or procedures designed to help groups or individuals **recognize and acquire** skills, attitudes and knowledge required for specific activities or functions, given an organizational setting or settings. In the context of this discussion, the organizational settings are limited to business and industries that are continuously changing. This, in turn, requires that training be conceptualized as a continuous process.

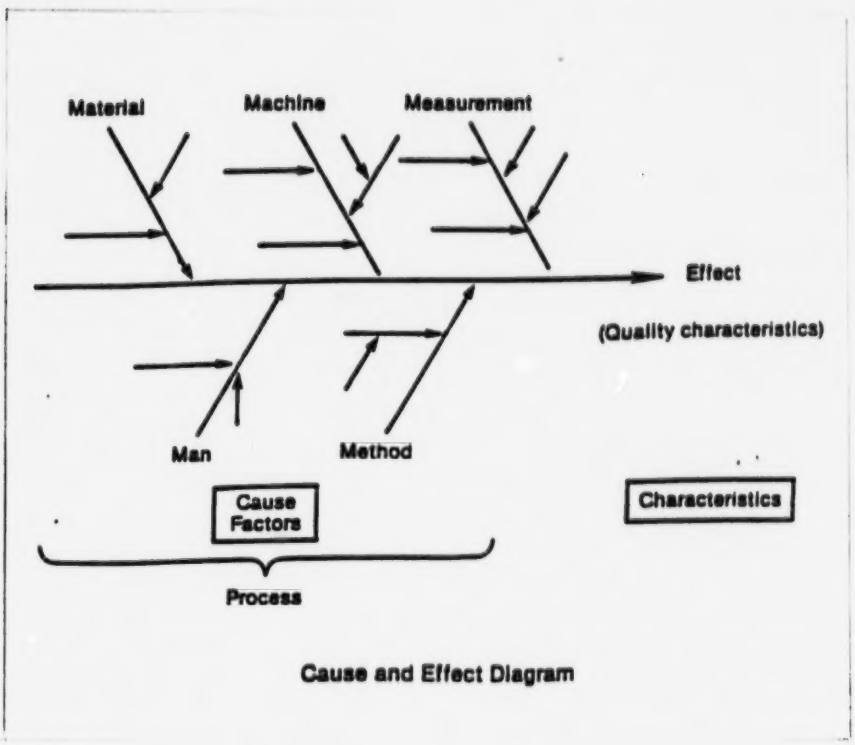
training systems: conceptualized as "composed of several interacting and integrated subsystems" (Tracey, 1984, p. 204). They include contextual characteristics--the instructors, the trainees, the nature of the organization and its goals, and the organization's external environment(s) continually impacting in

training needs; the material elements--e.g. training aids; and the procedural and strategy elements--the training methods (above).

FIGURE 1

The Ishikawa Diagram

(The Fishbone Diagram, The Cause and Effect Diagram)



Cause and Effect Diagram

Source: Ishikawa (1985, p. 63).